



House of Representatives

General Assembly

File No. 711

February Session, 2014

Substitute House Bill No. 5562

House of Representatives, April 30, 2014

The Committee on Appropriations reported through REP. WALKER of the 93rd Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING SPECIAL EDUCATION.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. (*Effective from passage*) Not later than January 1, 2015, the
2 Department of Education shall add "SLD - Dyslexia" under "Specific
3 Learning Disabilities" in the "Primary Disability" section of the
4 individualized education program form used by planning and
5 placement teams for the provision of special education and related
6 services to children requiring special education and related services.

7 Sec. 2. Subsection (f) of section 10-145a of the 2014 supplement to
8 the general statutes is repealed and the following is substituted in lieu
9 thereof (*Effective July 1, 2014*):

10 (f) On and after July 1, 2006, any program of teacher preparation
11 leading to professional certification shall include, as part of the
12 curriculum, instruction in literacy skills and processes that reflects
13 current research and best practices in the field of literacy training. Such
14 instruction shall (1) be incorporated into requirements of student major

15 and concentration, and (2) on and after July 1, 2015, include the
 16 detection and recognition of, and appropriate interventions for,
 17 students with dyslexia.

18 Sec. 3. Subparagraph (D) of subdivision (8) of subsection (a) of
 19 section 10-76d of the 2014 supplement to the general statutes is
 20 repealed and the following is substituted in lieu thereof (*Effective from*
 21 *passage*):

22 (D) Immediately upon the formal identification of any child as a
 23 child requiring special education and at each planning and placement
 24 team meeting for such child, the responsible local or regional board of
 25 education shall inform the parent or guardian of such child or
 26 surrogate parent or, in the case of a pupil who is an emancipated
 27 minor or eighteen years of age or older, the pupil of (i) the laws
 28 relating to special education, (ii) the rights of such parent, guardian,
 29 surrogate parent or pupil under such laws and the regulations adopted
 30 by the State Board of Education relating to special education, including
 31 the right of a parent, guardian or surrogate parent to withhold from
 32 enrolling such child in kindergarten, in accordance with the provisions
 33 of section 10-184, and (iii) any relevant information and resources
 34 relating to individualized education programs created by the
 35 Department of Education. If such parent, guardian, surrogate parent or
 36 pupil does not attend a planning and placement team meeting, the
 37 responsible local or regional board of education shall mail such
 38 information to such person.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	New section
Sec. 2	<i>July 1, 2014</i>	10-145a(f)
Sec. 3	<i>from passage</i>	10-76d(a)(8)(D)

APP Joint Favorable Subst.

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 15 \$	FY 16 \$
Board of Regents for Higher Education; UConn	GF - Cost	40,000	none
Education, Dept.	GF - Cost	less than \$1,000	none

Municipal Impact:

Municipalities	Effect	FY 15 \$	FY 16 \$
Local and Regional School Districts	Cost	Potential	Potential

Explanation

Section 1 requires the State Department of Education (SDE) to add dyslexia to the individualized education program (IEP) form that planning and placement teams use to provide special education and related services to special education students. This conforms to the federal IDEA definition of "specific learning disability." This could result in a minimal cost, of less than \$1,000 to SDE, for re-printing the IEP forms. Additionally, this could result in a potential cost to local and regional school districts as more students may be identified as needing special education services.

Section 2 requires that beginning July 1, 2015 all teacher preparation programs that lead to professional teacher certification must include detection and recognition of, and appropriate interventions for, students with dyslexia. This results in a one-time cost of \$40,000 in FY 15 to both the Board of Regents for Higher Education and the University of Connecticut. The costs are due to faculty release time for curriculum and faculty development associated with including the

detection and recognition of, and appropriate interventions for, students with dyslexia in teacher preparation programs.

Section 3 makes a clarifying change to special education laws and does not result in a fiscal impact.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation.

OLR Bill Analysis**sHB 5562*****AN ACT CONCERNING SPECIAL EDUCATION.*****SUMMARY:**

This bill requires that (1) dyslexia be added to the special education individualized education program (IEP) form as a separate category and (2) instruction in dyslexia be added to teacher preparation programs that lead to a professional teacher certification.

It also requires boards of education to notify parents or guardians of preschool special education students who reach age five or age six of their legal right to hold the child back from entering kindergarten for a year.

EFFECTIVE DATE: Upon passage for the provisions regarding dyslexia on the IEP form and notification of parental rights and July 1, 2014 for the provisions regarding dyslexia and teacher preparation.

§ 1 — DYSLEXIA ON THE IEP FORM

The bill requires the State Department of Education (SDE) to add dyslexia to the standard IEP form that planning and placement teams must use to describe the special education and related services that a special education student needs. Specifically, by January 1, 2015, SDE must add “SLD – Dyslexia” under the “specific learning disabilities” heading in the “primary disability” section of the IEP form. Dyslexia is a reading disability often characterized by difficulty in decoding letters and words. Dyslexia is currently covered by the state and federal special education laws but does not appear on the IEP form.

Current law is silent regarding what must be included on the IEP form, but state regulations require all districts use a standardized form that the State Board of Education (SBE) approves.

The federal Individuals with Disabilities Education Act (IDEA) requires school districts provide appropriate educational services to students with disabilities (see BACKGROUND).

§ 2 — DYSLEXIA INSTRUCTION IN TEACHER PREPARATION PROGRAMS

The bill requires that, beginning July 1, 2015, all teacher preparation programs that lead to professional teacher certification include instruction on detection and recognition of, and appropriate interventions for, students with dyslexia. By law, these teacher preparation programs must already include instruction on literacy skills and best practices in the field of literacy training.

§ 3 — PRESCHOOL SPECIAL EDUCATION STUDENTS AND KINDERGARTEN

By law, a local or regional board of education must, whenever a child has been identified as requiring special education, immediately inform parents or guardians of the laws relating to special education and of their rights under those laws. The bill requires the information to include explicit notice of a parent's or guardian's right, under existing law, to withhold a child age (1) five from enrolling in kindergarten until age six and (2) six from enrolling until age seven.

BACKGROUND

Legislative History

The House referred the original bill (File 477) to the Appropriations Committee, which favorably reported a substitute that deletes provisions regarding a multi-tiered method of providing state grants to school districts with high-cost special education students.

IDEA and IEPs

Under IDEA (20 USC 1400 et seq.), the term IEP means a written statement for each child with a disability that details the child's academic achievement level, sets goals for future achievement, and details the specialized educational services the child needs to reach the goals. As with other states, Connecticut's special education laws (CGS §§ 10-76a to 10-76h) must conform with the federal law.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 32 Nay 1 (03/21/2014)

Appropriations Committee

Joint Favorable Substitute

Yea 46 Nay 0 (04/24/2014)